

Instructions for Teachers

The electronic European Language Portfolio (eELP) offers a new approach to teaching a language. As a teacher, your efforts are directed to facilitating the learner's autonomous learning, to motivating him/her, and to providing guidance during his/her language learning process. This includes giving feedback, organising exchange meetings, and evaluating the achievements of the learners at regular intervals.



Working with the eELP means dealing with four areas (introducing the eELP learning, materials, self-assessment and reflection, and evaluation) which should be explained beforehand. Learners are free to choose whether they wish to create their ELP in their mother tongue or in the newly acquired foreign language. For learners at language proficiency levels A1 and A2, the use of the mother tongue is recommended.



When the Portfolio is **ed** the learners should have an opportunity to familiarise themselves with the platform used in the eELP, especially with its functions and facilities. After this, the teacher can explain in detail how the eELP works and how it can be structured.



It is also necessary to illustrate how learners can upload and file the **materials** they create. The materials can be allocated to the three competences "Reception", "Production", and "Interaction". A clear allocation of the different domains facilitates the subsequent usage of the specific checklists and thus ensures systematic self-assessment and reflection. Different sign language videos can be created in a number of ways. In order to create natural data, teachers can give learners options and ideas for filming so that the camera is not perceived as disturbing or unnatural.



By recording sign language contents, videos with an enormous storage requirement are created. To address this, learners should store videos for their own use in compressed form where possible. They can also upload them into a cloud.

Teachers should actively assist learners during **self-assessment and reflection** and support them in using the checklists.

The checklists allow the learners to reflect critically on their own performance and progress. It is recommended that longer intervals are scheduled between filling out the different checklists, so that they are completed in a thoughtful manner and not just as a routine. Learners can compare their checklists with each other from time to time.

It is also highly beneficial that they work together in tandems and reflect upon each other's progress. In this way, learners can support each other and are able to compare their self-assessment with the assessment of their performance by the other person.



For their **self-assessment and reflection** via the checklists, the learners should apply the following evaluation criteria:

- ++ I am very good at this (e.g., using sign language, understanding, interacting)
- + I am good at this, but I still make mistakes or need some help (e.g., I need do look up sign language vocabulary)
- ! This is still difficult for me



The learners may also create their own evaluation criteria, e.g, using emoticons. Here, it is important to guide the learners towards avoiding negative and to use motivating, inspiring symbols instead.

Example:

- 😄 (Laughing emoticon) = a very satisfactory performance
- 😊 (Smiling emoticon) = a good, improvable performance
- 🔖 (Bookmark) = an unsatisfactory performance; a to-do list must be attached for this area, i.e., it must be further worked on



In order to successfully set up an eELP, the learners should also receive an **evaluation**. It is recommended that learners should set the objectives they wish to achieve together with their teachers. This includes scheduling interim evaluation meetings. However, teachers should clearly define their role in the context of the eELP. Their role in the context of the eELP is less concerned with direct teaching and more with providing guidance; they give support to learners in their pathway to autonomously acquiring a foreign language.)